

**Social Science Teacher Preparation in California:
Standards of Quality and Effectiveness for
Subject Matter Programs**

**Handbook for Teacher Educators
and Program Reviewers**

**Commission on Teacher Credentialing
State of California**

1992

Social Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

**Created and Recommended by the
Social Science Teacher Preparation and
Assessment Advisory Panel
(1989-91)**

**Commission on Teacher
Credentialing**



**Commission on Teacher Credentialing
State of California
1812 Ninth Street
Sacramento, California
1992**

The Commission on Teacher Credentialing

State of California

Pete Wilson, Governor

1992

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**Commission on Teacher Credentialing
1989-91**

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Social Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

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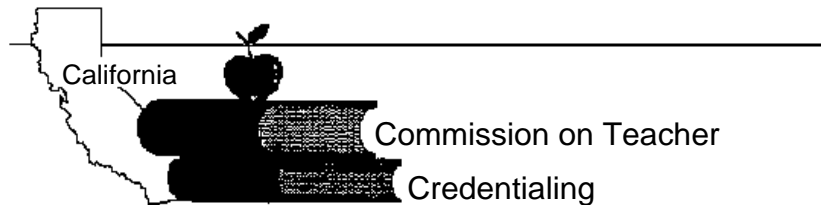
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Part 1

Introduction to Social Science Teaching Standards



Standards and Credentials for Teachers of Social Science: Foreward by the Commission on Teacher Credentialing

One of the purposes of education is to enable students to learn the important subjects of the school curriculum, which include history and the social sciences. Each year in California more than one million students enroll in history and social science classes that are taught in public schools by teachers who are certified by the Commission on Teacher Credentialing to teach those classes. The future well being of California and the nation depends in part on how well these students learn the significant ideas and ways of thinking of historians and social scientists. Their ability to do so depends substantially on the quality of the teachers' preparation in history and social science, and in the teaching of history and social science.

The Commission is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As the policy-making body that establishes and maintains standards for the education profession in the State, the Commission is concerned about the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, the Commission's most important responsibility is to establish and implement strong, effective standards of quality for the preparation and assessment of credential candidates.

In 1988 and 1992 the Legislature and the Governor enacted laws that strengthened the professional character of the Commission, and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. As a result of these reform laws (Senate Bills 148 and 1422, Bergeson), a majority of the Commission members are professional educators, and the agency is responsible for establishing acceptable levels of quality in teacher preparation and acceptable levels of competence among beginning teachers. To implement the reform statutes, the Commission is developing new standards and other policies collaboratively with representatives of postsecondary institutions and statewide leaders of the education profession.

To ensure that future teachers of history and social science have the finest possible education, the Commission decided to establish a panel of experts to review recent developments in history and social science education, and to recommend new standards for the academic preparation of history and social science teachers in California. The Commission's Executive Director invited colleges, universities, professional organizations, school districts, county offices of education and other state agencies to nominate distinguished professionals to serve on this panel. After receiving nearly 100 nominations, the Executive Director appointed the Social Science Teacher Preparation and Assessment Advisory Panel (see page ii). The nineteen panelists were selected for their expertise in history and social science teaching, their effectiveness as teachers and professors of history and social science, and their leadership in the field of history and social science education. The panel represented the diversity of California educators, and included history and social science teachers and curriculum specialists as well as university professors and administrators. The panel met on several occasions during 1989 and 1990 to discuss, draft and develop the standards in this handbook. The Commission is deeply grateful to the panelists for their conscientious work in addressing many complex issues related to excellence in the subject matter preparation and assessment of history and social science teachers.

The Social Science Teaching Credential

The present document applies to the Single Subject Teaching Credential in Social Science, which authorizes an individual to teach history and social science classes in departmentalized settings. The holders of this credential may teach at any grade level, but the great majority of departmentalized history and social science classes occur in grades seven through twelve. The Commission asked the Social Science Teacher Preparation and Assessment Advisory Panel to recommend new policies to ensure that future teachers of history and social science are prepared to instruct the subjects that are most commonly taught in history and social science classes. In 1988-89, when the advisory panel was established, one-third (33%) of all history and social science classes in California public schools were *general courses in social studies* for students in grades seven and eight. These classes normally encompass many aspects of history, government and geography. The remaining two-thirds of the classes taught by history and social science teachers were more specialized courses in the following subjects.

United States History	19%	of All Social Science Classes
World History	16%	
Government and Civics	10%	
Economics	6%	
Geography	3%	
Other Social Sciences	4%	
Other Social Studies Classes	9%	

The standards in this document are designed to prepare teachers for comprehensive classes in social studies as well as the more advanced, specialized courses listed above.

Subject Matter Preparation Programs for Prospective Teachers

An applicant for a Single Subject Teaching Credential must demonstrate subject matter competence in one of two ways. The applicant may earn a passing score on a subject matter examination that has been adopted by the Commission. Alternatively, the candidate may complete a subject matter preparation program that has been approved by the Commission (Education Code Sections 44280 and 44310). Regionally accredited colleges and universities that wish to offer subject matter preparation programs for prospective teachers must submit those programs to the Commission for approval.

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Postsecondary institutions govern academic programs that lead to the award of degrees, including baccalaureate degrees in history and social science. The Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in Social Science. An applicant for a teaching credential must have earned a Bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in history and social science may or may not fulfill the Commission's standards for subject matter preparation. Completing a subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in Social Science.

The Commission asked the Social Science Teacher Preparation and Assessment Advisory Panel to create new standards of program quality and effectiveness that could be used to review and approve subject matter preparation programs. The Commission requested the development of standards that would emphasize the knowledge, skills and perspectives that prospective teachers must have in order to teach history and social science effectively in the public schools.

Standards of Program Quality and Effectiveness

In recent years the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission embraced the following principles or premises regarding the governance of educator preparation programs. The Commission asked the Social Science Teacher Preparation and Assessment Advisory Panel to apply these general principles to the creation of standards for subject matter programs in social science.

- (1) *The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.* Program quality may depend on the presence or absence of specified features of programs, so some standards require the presence or absence of these features. It is more common, however, for the quality of educational programs to depend on *how well* the program's features have been designed and implemented in practice. For this reason, most of the Commission's program standards define levels of quality in program features.
- (2) *There are many ways in which a teacher preparation program could be excellent.* Different programs are planned and implemented differently, and are acceptable if they are planned and implemented well. The Commission's standards are intended to differentiate between good and poor programs. The standards do not require all programs to be alike, except in their quality, which assumes different forms in different environments.
- (3) *The curriculum of teacher education plays a central role in a program's quality.* The Commission adopts curriculum standards that attend to the most significant aspects of knowledge and competence. The standards do not prescribe particular configurations of courses, or particular ways of organizing content in courses, unless professionals on an advisory panel have determined that such configurations are essential for a good curriculum. Similarly, curriculum standards do not assign unit values to particular domains of study unless there is a professional consensus that it is essential for the Commission's standards to do so. Curriculum standards by the Social Science Advisory Panel are Standards 1 through 11 below.
- (4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.* The major themes and emphases of subject matter programs for teachers must be congruent with the major strands and goals of the school curriculum. It is also important for future teachers to be in a position to improve the school curriculum on the basis of new developments in the scholarly disciplines, and in response to changes in student populations and community needs. However, it is indispensable that the Commission's standards give emphasis to the subjects and topics that are most commonly taught in public schools.
- (5) *In California's public schools, the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.* This preparation must begin early in the collegiate experience of prospective teachers. The Commission expects subject matter preparation programs to contribute to this preparation, and asked the English Advisory Panel to recommend appropriate program standards. The panel concurred with this request and recommended Standards 5 through 10 in this handbook.

- (6) *The curriculum of a teacher education program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission policies.* These components of teacher preparation contribute significantly to its quality; they make the program more than a collection of courses. The Commission asked the English Advisory Panel to develop standards related to (a) the philosophy and purpose of social science teacher preparation and (b) significant, non-curricular components of teacher preparation, to complement the curriculum standards. Again, the panel concurred, and the result is Standards 1 and 11 through 15.
- (7) *The Commission is concerned about the high level of attrition among beginning teachers, and has successfully sponsored legislation to improve the conditions in which new teachers work.* Reality-based career exploration is also needed, to ensure that credential candidates are aware of the challenges of teaching before they invest heavily in professional preparation. The Commission considers subject matter preparation programs to be occasions when students should explore the realities of teaching children and adolescents in schools.
- (8) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.* This assessment should go beyond a review of transcripts to verify that acceptable grades have been earned in required and elective courses. The specific form, content and methodology of the assessment should be determined by the institution. In each credential category, the Commission's standards attend to the overall quality of institutional assessment of students in programs. Standard 14 on page 28 is consistent with this policy of the Commission.
- (9) *The Commission's standards of program quality allow quality to assume different forms in different environments.* The Commission did not ask the advisory panel to define all of the acceptable ways in which programs could satisfy a quality standard. The standards should define *how well* programs must be designed and implemented; they must not define specifically and precisely *how* programs should be designed or implemented.
- (10) *The Commission's standards of program quality are roughly equivalent in breadth and importance.* The standards are grouped in categories that are also roughly equivalent in scope. Each standard is accompanied by a rationale that states briefly why the standard is important to the quality of teacher education. The standards are written in clear, plain terms that are widely understood. This Handbook contains only three technical terms, which are defined on page 11.
- (11) *The Commission assists in the interpretation of the standards by identifying the important factors that should be considered when a program's quality is judged.* The Commission's adopted standards of program quality are mandatory; each program must satisfy each standard. Factors to consider are not mandatory in the same sense, however. Instead, these factors suggest the types of questions that program reviewers ask, and the types of evidence they assemble and consider, when they judge whether a standard is met. Factors to consider are not "mini-standards" that programs must "meet." The Commission expects reviewers to weigh the strengths and weaknesses of a program as they determine whether a program meets a standard. The Commission does not expect every program to be excellent in relation to every factor that could be considered.

- (12) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.* Neither the Commission nor its professional staff make these judgments without relying on experts who are thoroughly trained in program review and evaluation. The review process is designed to ensure that subject matter programs fulfill the Commission's standards initially and over the course of time.

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators, and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Standards and the Availability of Qualified Teachers of Social Science

In addition to ensuring the qualifications of teachers, the Commission is concerned that there be a sufficient number of teachers. For this reason, the Commission in 1989 gave the advisory panel extensive information about social science teacher supply and demand in California. The panel reviewed quantitative data and anecdotal reports on:

- The numbers of new social science teachers employed by California school districts, and fluctuations over time in the demand for social science teachers.
- The numbers of teachers receiving social science teaching credentials from the Commission, and fluctuations over time in the credentialing of these teachers.
- The numbers of teachers receiving *emergency* credentials to teach social science, and fluctuations over time in the demand for these emergency teachers.
- The numbers of college and university students preparing to become social science teachers, and fluctuations over time in the potential supply of teachers.
- The numbers of history and social science teachers who move into California each year after earning degrees and credentials outside of California.

The advisory panel reviewed these data carefully, and concluded that the overall supply of history and social science teachers in 1989-90 was sufficient to meet the needs of California school districts. This situation could change, of course, if student enrollments or teacher retirements increase more sharply than expected. For this reason, the Commission will continue to monitor trends in social science teacher supply and demand. Moreover, there may not be a sufficient number of social science teachers who would accept positions in particular schools or districts, but the Commission will always have little influence over this circumstance. Given the statistical evidence that was available, the Commission asked the advisory panel to concentrate on defining the levels of quality that the Commission should require in subject matter preparation programs for future teachers of history and social science.

Analysis and Adoption of the Social Science Program Standards

The Social Science Teacher Preparation Advisory Panel drafted the standards in this document over the course of ten months. The standards were reviewed and discussed by the Commission in a public meeting. Then the Commission distributed the draft standards to social science educators throughout California, with a request for comments and suggestions. The draft standards were forwarded to:

- Academic administrators of California colleges and universities;
- Chairpersons of history departments in California colleges and universities;
- Chairpersons of geography departments in California colleges and universities;
- Chairpersons of government departments in California colleges and universities;
- Chairpersons of economics departments in California colleges and universities;
- Chairpersons of sociology departments in California colleges and universities;
- Deans of education in California colleges and universities;
- Presidents of professional associations of teachers and social studies teachers;
- Superintendents of county offices of education in California;
- Superintendents of school districts in California; and
- Teachers, professors and curriculum specialists who asked for the draft document.

The Commission asked county and district superintendents to forward the document to history and social science teachers and curriculum specialists for their analysis and comments. The Commission also conducted two regional meetings (one in northern California and one in southern California) to enable social science educators to discuss the draft standards with members of the advisory panel.

After the period for public comments, the Commission's professional staff collated the responses to each standard, which were reviewed thoroughly by the advisory panel. The panel exercised its discretion in responding to the suggestions, and made several significant changes in the draft standards. On November 7, 1991, the Social Science Advisory Panel presented the completed standards to the Commission, which adopted all of the policies in this document on November 8, 1991.

New Social Science Performance Assessments Adopted by the Commission

Since 1970, many applicants have qualified for the Single Subject Credential in Social Science by passing a standardized test that was adopted for this purpose by the Commission: the National Teachers Examination (NTE) in Social Studies. These prospective teachers qualified for credentials without completing approved programs of subject matter study. In 1987 the Commission completed an extensive study of the validity of fifteen NTE Exams. Based on the results of this research, the Commission in 1989 asked the Social Science Teacher Preparation and Assessment Advisory Panel to develop new specifications for assessing the subject matter competence of prospective teachers of history and social science.

The Commission asked the panel to design subject matter assessments that would be as parallel and equivalent as possible with the subject matter program standards. The panel developed new specifications for a comprehensive test of knowledge of social science, including history. The panel also developed specifications and model questions for a new essay examination that assesses the ability to respond knowledgeably and skillfully to problems that require analysis and interpretation of data drawn from history and the social sciences. The Commission distributed the panel's proposed specifications to social science teachers, professors and curriculum specialists in California. Following an extensive review of the draft specifications, the panel made several revisions, and the completed specifications were adopted by the Commission.

The Commission awarded a contract to Educational Testing Service (ETS) to develop a new Content Area Performance Assessment in Social Science that would match the advisory panel's specifications. On four occasions this new essay examination was pilot-tested and field-tested throughout California. Following each test, the panel examined the participants' responses and revised the test questions. The panel also developed detailed criteria for scoring candidates' responses, which were also field-tested in practice. On April 5, 1991, the Commission adopted a plan for implementing the Content Area Performance Assessment in California, and on July 19, 1991, the Commission adopted passing standards for the CAPA in Social Science. After the first administration of this new assessment instrument, the Commission examined the impact of its passing standards on all examinees.

Meanwhile, the Commission's specifications for the NTE Social Studies Test were presented to a national test development committee that was assembled by Educational Testing Service. Based on the advice of this committee, ETS developed a multiple-choice test that is part of the new *Praxis* series of professional examinations for teachers. The new Social Science Test conforms to the Commission's specifications and will be administered throughout the nation beginning in 1993-94. *As a result of these initiatives by the Commission, all future candidates for the Social Science Teaching Credential will qualify by completing subject matter programs that meet standards of program quality and effectiveness, or by passing an examination and a performance assessment that are congruent with the program quality standards.*

The Commission's new specifications for the assessment of subject matter knowledge and competence are included in this handbook (pp. 31-39) to serve as a resource in the design and evaluation of subject matter programs for future social science teachers.

Standards for Professional Teacher Preparation Programs

The effectiveness of the social science curriculum in California schools does not depend entirely on the content knowledge of social science teachers. Another critical factor is the teachers' ability to *teach* history and the social sciences. To address the *pedagogical* knowledge and effectiveness of social science teachers, the Commission in 1986 adopted *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs*. These thirty-two standards define levels of quality and effectiveness that the Commission expects of teacher education programs that are offered by Schools of Education. The standards originated in the published research literature on teacher education and teacher effectiveness. Approximately 1,500 educators from all levels of public and private education participated in the development of the standards during a two-year process of dialogue and advice. Since 1986 the Commission has updated the 32 standards on two occasions. The revised standards are now the basis for determining the status of professional preparation programs for Single Subject Teaching Credentials in California colleges and universities. The standards in this handbook have been designed for subject matter programs, to complement the 32 standards for programs of pedagogical preparation.

Subject Matter Standards for Prospective Elementary School Teachers

In the curriculum of history and social science, elementary teachers are expected to establish a foundation of knowledge, skills and attitudes that young students must learn in order to master the more advanced content that social science teachers offer in secondary schools. To address the preparation of future classroom teachers in elementary schools, the Commission in 1987 appointed an advisory panel to develop new *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*. Following a thorough process of research, development, dialogue and consultation, the Commission in 1988 adopted these standards, which relate to (1) the broad range of subjects (including history and the social sciences) that elementary teachers must learn, and (2) the essential features and qualities of programs offered in liberal arts departments. In 1989 the Commission appointed and trained two professional review teams, which have examined 73 subject matter programs for prospective elementary teachers, and have recommended 63 of these programs for approval. As a result of this reform initiative by the Commission, approximately twenty thousand prospective elementary teachers are now engaged in undergraduate programs that meet professional standards of quality for the subject matter preparation of teachers.

Overview of the Social Science Standards Handbook

This introduction to the handbook concludes with a statement by the Social Science Advisory Panel regarding social science teaching and teacher preparation in California. Then Part 2 of the handbook includes the fifteen standards (pp. 11-29) as well as the advisory panel's Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Social Science (31-39). Finally, Part 3 provides information about implementation of the new standards in colleges and universities.

Contributions of the Social Science Advisory Panel

The Commission on Teacher Credentialing is indebted to the Social Science Teacher Preparation and Assessment Advisory Panel for the successful creation of *Standards of Program Quality and Effectiveness for the Subject Matter Preparation of Prospective Teachers of Social Science*. The Commission believes strongly that the standards in this handbook will serve to improve the teaching and learning of history and the social sciences in California's public schools.

Request for Assistance from Handbook Users

The Commission periodically reviews its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments about the standards and other policies in this handbook, which should be addressed to:

Commission on Teacher Credentialing
Professional Services Division
1812 Ninth Street
Sacramento, California 95814-7000

Social Science Teaching and Teacher Preparation: Introduction by the Social Science Advisory Panel

It is imperative that preparation programs for teachers of history and social science for the secondary schools of California be well designed to be academically challenging and comprehensive in scope. Above all, the graduates of such programs must be well educated individuals who are knowledgeable in the academic disciplines of history and the social sciences.

Excellent subject matter preparation programs for prospective social science teachers are comprised of three integrated components. Most importantly, effective programs enable teacher candidates to acquire sufficient and appropriate subject matter knowledge. Secondly, excellent programs introduce prospective teachers to various approaches to pedagogy that are unique to history and the social sciences. Finally, successful programs enable social science teacher candidates to become knowledgeable about the cultural backgrounds of California public school students, and to be sensitive to the needs of individuals from these diverse groups.

To ensure that social science teachers are prepared to teach the curriculum of the public schools, the subject matter content of a preparation program should be consistent with the California State History and Social Science Framework. The curriculum of preparation programs should be weighted toward the teaching of history, geography, government and economics, but should include the other social sciences. A well developed program integrates history with the other social science disciplines and the humanities. Within this integrated curriculum the program gives significant attention to issues that affect California, and to the unique historical and contemporary role of this state.

To enable new teachers to teach history and social science successfully in the last decade of the twentieth century, and in the twenty-first century, coursework in subject matter preparation programs must focus on world history and culture, with an emphasis on issues of global interdependence. Attention should be given to the increasing importance of Pacific Rim nations. Students should be expected to gain considerable knowledge of and appreciation for the diverse cultures that are represented among students in California schools.

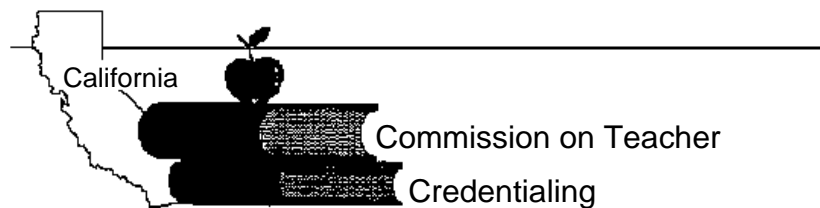
Effective history and social science instruction in the public schools is imperative if students are to understand the rights and responsibilities of citizenship. An effective social science teacher preparation program provides a deep understanding of the values that underlie democratic societies, and increases their knowledge of the historic and contemporary roles of political, economic and social institutions.

Social science subject matter programs should provide prospective teachers with experiences and pedagogical examples that enable them to make informed decisions about their careers, and to understand a variety of ways to teach history and the social sciences to students from diverse language, racial and ethnic groups. In this context, prospective teachers should be expected to observe outstanding social science teachers and university faculty using a variety of approaches to teach the content of the various disciplines. Candidates should observe the ways in which content is organized and delivered, and need opportunities to reflect on their individual learning styles and those of others.

Effective subject matter preparation programs have a distinct structure that includes excellent coordination, student advising and support services. These programs also utilize the advice of faculty from teacher education and other academic disciplines, as well as that of public school teachers and administrators. These programs also include effective evaluation methods to ensure that teacher candidates attain necessary levels of subject matter proficiency.

Part 2

Standards of Program Quality and Effectiveness in Social Science



Definitions of Key Terms

Standard

A "standard" is a statement of program quality that must be fulfilled for initial or continued approval of a subject matter program by the Commission. In each standard, the Commission has described an acceptable level of quality in a significant aspect of social science teacher preparation. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard by a review panel whose members (1) have expertise in social science teacher preparation, (2) have been trained in the consistent application of the standards, and (3) submit a recommendation to the Commission regarding program approval.

The Commission's adopted Standards of Program Quality and Effectiveness for Subject Matter Programs in Social Science begin on page 13. The Commission's authority to establish and implement the standards derives from Section 44259 (b) (5) of the California Education Code.

Factors to Consider

"Factors to consider" guide program review panels in judging the quality of a program in relation to a standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. The factors identify the dimensions of program quality that the Commission considers to be important. To enable a program review panel to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the review panel to consider all of the related quality factors in conjunction with each other. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution. For subject matter programs in social science, the adopted factors to consider begin on page 13.

Precondition

A "precondition" is a requirement for initial and continued program approval that is based on California state laws or administrative regulations. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards. Preconditions for the approval of subject matter programs in social science are on page 12 of this handbook. Details regarding the program review sequence are on pages 45-54.

Preconditions for the Approval of Subject Matter Programs in Social Science

The following Preconditions for the Approval of Subject Matter Programs in Social Science are based on California Administrative Code Sections 80085.1 and 80086. The Commission's statutory authority to establish and enforce the preconditions is based on Sections 44310 through 44312 of the California Education Code.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Social Science shall include (a) at least 30 semester units (or 45 quarter units) of core coursework in history and social science subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides breadth and perspective to supplement the essential core of the program. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The basic core of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes in California public schools: history and geography of the world, the United States, and California; government; economics; and the behavioral sciences.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include a listing and catalog description of all courses that constitute the basic core of the program. Institutions shall have flexibility to define the core in terms of (a) specifically required coursework or (b) elective courses related to each commonly taught subject. Institutions may also determine whether the core consists of (a) one or more distinct courses for each commonly taught subject, or (b) courses that offer integrated coverage of these subjects.

- (3) Additional coursework in the program shall be designed to provide breadth and perspective to supplement the essential core of the program.

A program document shall include a listing and catalog description of all courses that are offered for the purposes of breadth and perspective. Institutions may define this program component in terms of required coursework or elective courses.

Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook.

Standards of Program Quality and Effectiveness

Category I: Curriculum and Content of the Program

Standard 1: Program Philosophy and Purpose

The subject matter preparation program in history and social science is based on an explicit statement of program philosophy that expresses its purpose, design and desired outcomes, and defines the institution's concept of a well-prepared teacher of history and social science. The program philosophy, design and desired outcomes are appropriate for preparing students to teach history and social science in California schools.

Rationale for Standard 1

To ensure that a subject matter program is appropriate for future teachers, it should have an explicit statement of philosophy which expresses the institution's concept of a well-prepared teacher of history and social science. This statement provides direction for program design and it assists the faculty in identifying program needs and themes, developing course sequences and conducting program reviews. The philosophy statement also informs students of the basis for program design, and communicates the institution's aims to school districts, prospective faculty members and the public. The responsiveness of a program's philosophy, design and desired outcomes to the contemporary conditions of California schools are critical aspects of its quality.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program philosophy, design and desired outcomes are collectively developed by participating faculty, reflect an awareness of recent research and thinking in the disciplines of history and the social sciences, and are consistent with each other.
- The program philosophy is consistent with the major themes and emphases of the California State Curriculum Framework, other state curriculum documents, and nationally adopted guidelines for teaching history and the social sciences.
- The statement of program philosophy shows a clear awareness of the preparation that students need in order to teach history and the social sciences effectively among diverse students in California schools.
- Expected program outcomes for students are defined clearly so student assessments and program reviews can be aligned appropriately with program goals.
- The institution periodically reviews and reconsiders the program philosophy, design and intended outcomes in light of ongoing research and thinking in the disciplines, nationally accepted standards and recommendations, and the changing needs of public schools in California.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standards for Social Science Teacher Preparation

Standard 2

Overall Quality of Program Content

Each social science preparation program seeks to develop individuals who are well-educated in history and the social sciences. Each program requires students to study several related academic disciplines, including significant paradigms, concepts and values in those disciplines. In the program, students frequently use higher order thinking skills, and they examine significant ideas and their ethical, moral and practical implications.

Rationale for Standard 2

One major purpose for the study of history and the social sciences is to understand and interpret human activity. This purpose can be fulfilled only if teachers of history and the social sciences have learned the theories, paradigms, and types of evidence that are used by scholars in the disciplines. To become well-educated in history and the social sciences, prospective teachers must complete coursework in related disciplines, become proficient in higher order thinking skills, and examine many implications of important ideas in the literature of history and the social sciences.

Factors To Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The content of the program is based on contemporary research and published literature in history and the specific social science disciplines.
- The program requires each student to complete coursework in several related disciplines, although a student may concentrate in history or one of the social sciences.
- Students have opportunities to examine the arts, humanities, and literature of several periods of human history.
- Students have multiple opportunities to develop higher order thinking skills as they examine significant ideas, explore the ethical and moral implications of those ideas, and consider their practical applications.
- Students examine the significance of eras, events, individuals, issues, paradigms, concepts and values in history and the social sciences.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standards for Social Science Teacher Preparation

Standard 3

Overall Emphasis in Program Content

Each program emphasizes knowledge and comprehension of the historical content and social science subjects that are required and/or recommended to be taught in the secondary grades in the California public schools.

Rationale for Standard 3

To effectively teach history and the social sciences in California public schools, it is necessary for prospective teachers to know a broad range of subjects in the required disciplines of history, geography, government, economics and the other social sciences.

Factors To Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The scope and content of the program is generally congruent with the specifications for subject matter knowledge and competence on pages 31-39 of this handbook.
- The program is guided by the adopted state curriculum documents in history and the social sciences.
- The program requires each student to successfully complete coursework in world history (western and non-western), including comprehensive surveys and concentrated studies of selected historical periods with special attention to the history, geography and culture of the modern world.
- The program requires each student to successfully complete coursework in United States history and geography, including comprehensive surveys and concentrated studies of selected historical periods with special attention to the period of growth and conflict (1783-1914) and the period of continuity and change in the twentieth century.
- The program requires each student to successfully complete coursework that develops knowledge of major geographic themes such as awareness of place, human and environmental interaction, and human movement; and that assists them in understanding world and national regions and their historical, cultural, economic and political interrelationships.
- The program requires each student to successfully complete coursework that includes study of the fundamental principles of American democratic political institutions, with emphasis on the Constitution and the Bill of Rights, and that includes the comparative study of governments.
- The program requires each student to successfully complete coursework that includes study of microeconomics, macroeconomics, and comparative economic systems, with an emphasis on historical and contemporary international economic issues and problems.

Standard 3 (Continued)

- The program requires each student to acquire a comprehensive knowledge of California history and geography, and to comprehend California from global and national perspectives.
- The program prepares students for informed discussion of historical and contemporary issues in the world, nation and state.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 4

Integration of Studies

Each program provides opportunities for integrative study of history, the social sciences, and the humanities. The program emphasizes relationships among the major themes and concepts of the disciplines. The program requires each student to learn and apply methods of inquiry that are used in history and the social science disciplines.

Rationale for Standard 4

An understanding of relationships among the disciplines of knowledge is essential for prospective teachers of history and the social sciences. This understanding provides a basis for comprehending the connections between ideas and actions, between values and ideals, and between times and places, which constitute the human experience. Knowledge of these relationships enables students to analyze and compare significant themes, concepts and values from the several discipline. Prospective teachers must also understand and use methods of inquiry in history and the social sciences, in order to introduce their students to these ways of understanding human phenomena.

Factors To Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program curriculum includes integrated, cross-disciplinary studies of history, culture, geography, the other social sciences, the humanities, the environment and/or technology.
- The program requires each student to examine systematically the major concepts, themes and processes in history, the social sciences and the humanities, and to examine similarities and differences among the different disciplines.
- The program provides opportunities for students to study history and the social sciences from the perspectives of the humanities (particularly literature, both fiction and nonfiction, music, art, ethics, philosophy, religion and law).
- Each student in the program has multiple opportunities to learn and use appropriate methods of inquiry that characterize the study of history and the social sciences, and to compare research methodologies across several disciplines.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standards for Social Science Teacher Preparation

Standard 5

World Perspectives

The program develops each student's knowledge and understanding of the historical and contemporary experiences and interrelationships of people of Africa, the Americas, Asia, and Europe. Students acquire world perspectives (western and non-western) in studies of human history, culture and geography.

Rationale for Standard 5

In California schools, students must attain an understanding of world perspectives, because of the increasing complexity of the contemporary world, and the growing interdependence of all peoples. For history and social science teachers to contribute to these realizations, world perspectives must figure prominently in their subject matter preparation in history and the social sciences.

Factors To Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program includes required study of world history, with emphasis on interrelationships between western and non-western ways of living and thinking, and on the economic interdependence of world regions.
- The program requires each student to examine issues of world and regional interdependence in historical and contemporary studies of Africa, the Americas, Asia and Europe.
- In studies of western civilization, students examine traditional and contemporary sources of American political institutions, laws and ideologies.
- The subject matter program includes studies of non-western history, culture, geography, government, philosophy, religion, literature and/or arts.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standards for Social Science Teacher Preparation

Standard 6

National Perspectives

The program develops each student's knowledge and understanding of United States history, geography, government and economics, and of the evolving national experience.

Rationale for Standard 6

The study of history and the social sciences should include conceptual frameworks from which to study the United States. Developing multiple perspectives allows for a richer, more sophisticated interpretation of past and present events. National perspectives are developed as issues are addressed using the content and methods of several disciplines. In this way, perspectives evolve and change over time.

Factors To Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program requires each student to develop an understanding of the evolving national experience through integrated studies of United States history, geography, government, economics and the other social sciences.
- The program requires each student to examine the system of representative democracy in the United States, with particular emphasis on the Declaration of Independence, the Constitution, the Bill of Rights and the other Amendments, and the nature, structure and interrelationships of federal, state and local government.
- The program requires each student to study the economic system in the United States, with particular emphasis on the historical development of economic institutions and thought.
- The program requires each student to examine the changing role of the United States in world affairs in the 19th and 20th centuries.
- The program requires each student to understand the historic and contemporary roles of public education in the United States.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standards for Social Science Teacher Preparation

Standard 7

State Perspectives

The program develops each student's knowledge and understanding of significant issues in the history, geography, culture and government of California.

Rationale for Standard 7

A candidate with knowledge and understanding of California issues will be prepared to become an effective social sciences teacher in California public schools. To enable students in the public schools to understand the important place of California in the nation and the world, teachers must have a thorough preparation in this critical subject.

Factors To Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program requires each student to examine critical issues in the history, geography and government of California, with particular attention to its multicultural aspects.
- The program encourages each student to learn about political, economic, social, cultural and demographic trends in California within the broader context of the United States and the world.
- The program requires each student to examine contemporary and historical aspects of education in California.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standards for Social Science Teacher Preparation

Standard 8

Citizenship Perspectives

The program develops each student's knowledge and understanding of the role of citizens in a representative democracy.

Rationale for Standard 8

A social science teacher with knowledge and understanding of the many issues that affect citizenship will be better prepared to help his or her students to become effective citizens.

Factors To Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program enables each student to gain an appreciation for the dignity of individuals and the importance of human rights.
- The program requires each student to understand individual rights and responsibilities under the United States Constitution.
- The program requires each student to learn about the strengths and frailties of democratic institutions and the conditions that encourage democracy.
- The program requires each student to examine the economic, social and psychological factors that affect civic participation in the United States and other societies.
- The program provides opportunities for each student to confront controversial issues in ways that work toward reasoned solutions, and that respect the right of individuals to differ.
- The program provides opportunities for students to take active citizenship roles in society and to develop social and political skills, such as those to be gained by working in school programs and in other public and private forums in the community.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standards for Social Science Teacher Preparation

Standard 9

Ethical Perspectives

The program develops each student's knowledge and understanding of ethics, philosophy and the role of religion in human civilization. Each student examines connections between ideas and actions, and studies the consequences of values, ideals and beliefs.

Rationale for Standard 9

Events, ideas and behaviors characterize the substance of the social sciences and history. Studies of related values, ideals and beliefs are essential if prospective teachers are to develop perspectives that add depth and meaning to the content of these disciplines.

Factors To Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program includes study of the history of ethical thought and religious beliefs in major regions of the world.
- The program enables each student to gain knowledge and understanding of western and non-western ethical systems and philosophies.
- The program addresses the importance of religion in human history and the role of religion in the formation of our democratic society and the American character.
- The program enables each student to compare ethical interpretations with scientific and religious perspectives on controversial issues of human conduct and relationships.
- The program enables students to investigate the values and ideals of diverse civilizations, and to understand the social and ethical consequences of those beliefs.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standards for Social Science Teacher Preparation

Standard 10

Diversity and Equity in the Program

In the subject matter preparation program in history and social science, the study of historical and contemporary elements of culture and human diversity are integral, and the program gives particular attention to ethnicity, race and gender. The program promotes educational equity by utilizing instructional, advisement and curricular practices that offer equal access to program content and career options for all students.

Rationale for Standard 10

Students who attend California schools are increasingly diverse. They live in a society that has benefitted from the perspectives and contributions of men, women, and many cultural and ethnic groups. Prospective teachers must understand and appreciate the cultural perspectives and academic contributions of these groups. They must also be aware of barriers to academic participation and success, and must experience equitable practices of education during their preparation.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Each student in the program examines historical and contemporary experiences of African-Americans, Asian-Americans, Hispanic-Americans, Native-Americans, and other ethnic groups.
- Each student in the program examines issues of gender related to the ideas and actions of individuals and institutions in society.
- Coursework in the program fosters understanding, respect and appreciation of human differences, including cultural, ethnic, gender and language variations.
- The program addresses significant social issues from diverse cultural perspectives, and utilizes materials that exemplify sensitivity to all cultural groups.
- Each student learns about the contributions of diverse cultural, ethnic and gender groups to significant aspects of the study of history and the social sciences.
- Students examine ways in which the growth and development of the disciplines have affected different cultural, ethnic, gender and handicapped groups.
- In the course of the program, students experience classroom practices and use instructional materials that promote educational equity among diverse learners.
- The program includes faculty role models from diverse cultural and ethnic groups, men and women, and individuals with exceptional needs.

Standards for Social Science Teacher Preparation

- The program includes faculty who are concerned about and sensitive to diverse cultural and ethnic groups, men, women, and individuals with exceptional needs.
- The institution encourages men and women students, and students who are culturally and ethnically diverse, to enter and complete the subject matter program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standards for Social Science Teacher Preparation

Standard 11

Teaching, Learning and Assessing History and Social Science

The program exposes students to a variety of teaching, learning and assessment strategies that are appropriate to history and the social sciences, including the appropriate uses of technology in instruction. Students reflect on themselves as learners, and examine ways in which social science and historical subject matter are conceived and organized for instruction.

Rationale for Standard 11

Learning history and the social sciences provides essential content preparation for teaching in this area. It is also essential for students to become acquainted with diverse teaching, learning and assessment methods while they are learning the essential content. Reflecting on oneself as a learner, and examining ways in which effective instructors conceive and organize subject matter are also crucial -- these experiences prepare students for the systematic study and subsequent practice of pedagogy in professional preparation programs.

Factors To Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Each student participates in discussions, simulations, demonstrations, individual and group projects, cooperative learning activities, lectures, and other effective and appropriate approaches to learning history and the social sciences.
- The program includes coursework that uses varied, appropriate approaches to the measurement and evaluation of student attainments and achievements in history and the social sciences.
- Each candidate examines and uses varied kinds of contemporary technology that are appropriate to the study of history and the social sciences.
- The program provides opportunities for students to learn how historical and social science content is organized for instruction.
- The program provides opportunities for students to reflect on different learning styles and their pedagogical implications in history and the social sciences.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Category II: Essential Features of Program Quality

Standard 12

Coordination of the Program

The subject matter preparation program is coordinated effectively by one or more persons who are responsible for program planning, implementation and review.

Rationale for Standard 12

The accomplishments of students in a subject matter preparation program depend in part on the effective coordination of the program by responsible members of the institution's administrative staff and/or academic faculty. For students to become competent in the subjects they will teach, all aspects of their subject matter preparation must be planned thoughtfully, implemented conscientiously and reviewed periodically by designated individuals.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- There is effective communication and coordination among the academic program faculty; and between the faculty and local school personnel, local community colleges, and the professional education faculty.
- One or more persons are responsible for overseeing and assuring the effectiveness of student advisement and assessment in the program (refer to Standards 13 and 14), and of program review and development by the institution (refer to Standard 15).
- Sufficient time and resources are allocated for responsible faculty and/or staff members to coordinate all aspects of the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 13

Student Advisement and Support

A comprehensive and effective system of student advisement and support provides appropriate and timely program information and academic assistance to students and potential students, and gives attention to transfer students and members of groups that traditionally have been underrepresented among teachers of history and the social sciences.

Rationale for Standard 13

To become competent in a discipline of study, students must be informed of the institution's expectations, options and requirements; must be advised of their own progress toward academic competence; and must receive information about sources of academic and personal assistance and counseling. Advisement and support of prospective teachers are critical to the effectiveness of subject matter preparation programs, particularly for transfer students and members of groups that traditionally have been underrepresented in the discipline. In an academic environment that encourages learning and personal development, prospective teachers acquire a student-centered outlook toward education that is essential for their subsequent success in public schools.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Advisement and support in the program are provided by qualified individuals who are assigned those responsibilities, and who are available and attentive when the services are needed.
- Advisement services include information about course equivalencies, financial aid options, admission requirements in professional preparation programs, state certification requirements, field experience opportunities, and career opportunities.
- Information about program purposes, options and requirements is available to prospective students and distributed to enrolled students.
- The institution encourages students to consider careers in teaching, and attempts to identify and advise interested individuals in appropriate ways.
- The institution actively seeks to recruit and retain students who are members of groups that traditionally have been underrepresented among subject area teachers.
- The institution collaborates with community colleges to articulate academic curricula and to facilitate the transfer of students into the subject matter program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 14

Assessment of Subject Matter Competence

The program uses multiple measures to assess the subject matter competence of each student formatively and summatively in relation to the content of Standards 1 through 10. The scope and content of each student's assessment is congruent with the studies the student has completed in the program.

Rationale for Standard 14

An institution that offers content preparation for prospective teachers has a responsibility to verify their competence in the subject(s) to be taught. It is essential that the assessment in history and social science use multiple measures, have formative and summative components, and be as comprehensive as Standards 1-10. Its content must be congruent with the studies that each student actually pursues in the program. Course grades and other course evaluations may be part of the assessment, but may not comprise it entirely.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The assessment process includes a variety of approaches, such as student performances, presentations, projects, portfolios, observations and interviews, as well as oral and written examinations based on criteria established by the institution.
- The assessment encompasses the content of Standards 1-10, and is congruent with each student's actual studies in the program.
- The scope and content of the assessment is generally congruent with the specifications for subject matter knowledge and competence on pages 31 through 39.
- The assessment process is valid, reliable, equitable, and fair, and includes provisions for student appeals.
- The assessment scope, process and criteria are clearly delineated and made available to students.
- The institution makes and retains thorough records regarding each student's performance in the assessment.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 15

Program Review and Development

The subject matter program has a comprehensive, ongoing system of review and development that involves faculty, students and appropriate public school personnel, including history and social science teachers, and that leads to continuing improvements in the program.

Rationale for Standard 15

The continued quality and effectiveness of subject matter preparation depends on periodic reviews and improvements of the programs. Program development and improvement should be based in part on the results of systematic, ongoing reviews that are designed for this purpose. Reviews should be thorough, and should include multiple kinds of information from diverse sources.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Systematic and periodic reviews of the subject matter program reexamine its philosophy, purpose, design, curriculum and intended outcomes for students.
- Information is collected about the program's strengths, weaknesses, and needed improvements from participants in the program, including faculty, students, recent graduates, and employers of recent graduates, and from other appropriate public school personnel, including history and social science teachers.
- Program development and review involves consultation among departments that participate in the program, including subject matter and education departments, and includes review of recommendations by elementary, secondary and community college educators.
- Program improvements are based on the results of periodic reviews, the implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and recent curriculum policies of the State in the area of history and the social sciences.
- Assessments of students (pursuant to Standard 14) are also reviewed and used for improving the philosophy, design, curriculum and/or outcome expectations of the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Social Science

Social Science Teacher Preparation and Assessment Advisory Panel Commission on Teacher Credentialing 1991

A student who seeks to earn the Single Subject Teaching Credential in Social Science should have a basic knowledge of world history, United States history, geography, political science, economics, and the behavioral sciences. The student should also be skillful at higher-order thinking skills such as analyzing and interpreting information; comparing, contrasting and synthesizing ideas; thinking critically; and drawing sound inferences and conclusions from information that is provided or widely known.

To verify that these expectations have been attained, the Commission's standardized assessment of social science competence consists of two sections: a two-hour knowledge examination and a two-hour performance assessment. For the two sections of the assessment, the Social Science Teacher Preparation and Assessment Advisory Panel drafted the following specifications of knowledge, skills and abilities needed by teachers with the Social Science Credential. Adopted by the Commission, these specifications illustrate the knowledge, skills and abilities that students should acquire and develop in a subject matter program for future teachers of social science.

There are three major parts to the social science competence specifications:

- a content outline of the domains of subject-matter knowledge, skills and abilities that are included in the Commission's standardized assessment (pp. 32-38);
- specifications for the knowledge section of the assessment (p. 39), and
- specifications for the performance section of the assessment (p. 39).

Content Outline for the Knowledge and Skill Specifications

The major content categories in the two parts of the assessment are as follows:

- I. World History (pp. 32-33)
- II. United States History (pp. 33-36)
- III. Geography (p. 36)
- IV. Political Science (p. 37)
- V. Economics (pp. 37-38)
- VI. Behavioral Sciences (p. 38)

Both the knowledge and performance sections of the assessment are based on these content categories. Examinees are expected to have a command of the subject-matter content that is typically studied in a discipline-based setting. In addition, they are expected to demonstrate an understanding of that content from an integrated and interdisciplinary perspective. An outline of the six major content categories follows.

I. World History

- A. Ancient history (including pre-history to about 200 A.D.)
 - 1. Transition from nomadic-pastoral tribal societies to sedentary agriculture (Paleolithic to Neolithic Revolution)
 - a. Issues of gender-based occupational specialization
 - b. Demographic shifts and challenges
 - 2. Emergence of cities and organized states
 - a. Key roles of priesthoods and soldier-conqueror
 - b. Irrigation and storage-based communities
 - c. River valley civilizations (examples: Mesopotamia, Egypt, China, India)
 - d. Development of writing
 - 3. Cultural diffusion and political evolution through war, expansion, and commerce-spreading civilizations (Examples: Greece, Rome, China, India)
 - a. Role of Greco-Roman history in the evolution of western civilization
 - 4. Emergence of the great world religions and philosophies
 - a. Methods of inquiry into nature and human behavior
 - b. Greek thought, Roman Law, Chinese Confucianism, Asian Buddhism, Judeo-Christian traditions
- B. Medieval and early modern history (200 A.D. to 18th Century A.D.)
 - 1. Breakup of Greco-Roman Mediterranean polity
 - a. Medieval Latin West
 - b. Byzantine Greek East
 - c. Emergence of Islam
 - 2. Continuity of Chinese Empire across dynastic changes, including Mongol and Manchu conquests
 - 3. Forging of Japan's distinctiveness
 - 4. Evolution of territorial and city-based polities in Eurasia, South America, and Africa
 - a. Their political, cultural, religious, social, and economic effects (examples: Carolingian Empire, the Caliphate, the autonomous and independent cities in Europe and South America, feudal conditions in Europe and Japan, and African kingdoms)
 - b. Rise of national dynasties, bourgeoisie, and long-distance trade
 - 5. Evolution of western thought from medieval scholasticism through the Renaissance and Reformation to the Scientific Revolution
 - a. Religion, philosophy, and science
 - b. Concurrent evolution in the direction of the European nation-state
 - c. Comparisons and contrasts with parallel developments in other societies and civilizations
 - 6. Global impact of the first Age of Exploration and Colonialism through mid-18th Century
 - a. Start of an international economy and colonization
 - b. Slavery
 - c. Commencement of western hegemony

C. Modern history (18th Century A.D. to the present)

1. Secular ideologies beginning with the Enlightenment: their global diffusion through trade, industrialism, wars, imperialism, and revolution
 - a. Democracy
 - b. Liberalism
 - c. Socialism
 - d. Nationalism
 - e. Marxism
 - f. Communism
 - g. Fascism
 - h. Nazism
2. Fusion of industrialism and science to transform the world
 - a. Cultural effects of scientific theories
 - (1) Darwin
 - (2) Einstein
 - (3) Heisenberg
 - (4) Freud
 - b. Emphasis on the West
 - c. Continuing impact of technological change
3. From World War I to the present
 - a. Erosion of western hegemony
 - b. Totalitarianism
 - c. Emergence of the non-west (examples: Japan and the NIC's, underdeveloped and developing countries)
 - d. Continuity of nationalist priorities
 - e. Developments within Communist block nations
 - f. Rise of the multinational corporations
 - g. Prospect of European unification

II. United States History

A. Before the arrival of the Europeans

1. North American Indian tribes
 - a. Major tribes in the different regions and their relationships
 - b. Tribal social and political systems
2. Geography of the area to be colonized
 - a. Significant physical features
 - b. Impediments to colonization and expansion of colonies
3. Conditions of the European Civilization that led to colonization
 - a. Economic, political, and religious factors contributing to colonization
 - b. Important individuals in colonization
 - c. English colonization and empire
4. Establishment of North American colonies
 - a. Colonial interaction with Indian tribes
 - b. Early government and economic patterns
 - c. Church and state relationships
 - d. Relations among Spanish, French, Dutch, and English colonies
5. Maturation of the English colonies
 - a. Farming, crafts, and trade within the English mercantilist world
 - b. Introduction and development of a slave system
 - c. The importance of indentured labor
 - d. Social and economic role of women in colonial America
 - e. Evolving political relations between colonies and England
 - f. Religion's place in and contribution to colonial life

B. Making a new nation

1. The 1760s
 - a. The wars with France
 - b. British imperial initiatives
 - c. Colonial economic and territorial growth
2. Causes of the American Revolution
 - a. Reaction to British policies and acts
 - b. An internal revolution
 - c. The intellectual bases for revolution
3. Revolutionary War
 - a. The French Alliance
 - b. Loyalists and Revolutionaries
4. Articles of Confederation
 - a. Structure of government
 - b. Results of the Articles
5. Development of a new constitution
 - a. The problems with the Articles of Confederation as seen by the advocates of the new constitution
 - b. The new structure
 - c. The ratification battle
 - d. The Bill of Rights
6. Government and economy during the nation's first 25 years
 - a. Washington administration lays a foundation for government
 - b. Changes in agriculture, commerce, and industry
 - c. The young nation in the midst of European conflict
 - (1) The Jay and Pinckney Treaties
 - (2) Louisiana Purchase
 - (3) The War of 1812
 - d. The early party system

C. Times of growth and conflict

1. Social attitudes and philosophies in a young nation
 - a. Slavery in a democratic society
 - (1) Slavery as an economic system
 - (2) African-Americans outside the South
 - (3) American attitudes toward race
 - b. Religion in the young nation
 - (1) New religious organizations and forms
 - (2) Attitudes toward new religious groups
 - (3) Religious dogmas on race and gender
 - c. Treatment of the Indian tribes: Conquest and forced migration
 - d. Women and their economic, intellectual, and social role
 - (1) Women and family
 - (2) Attitudes toward women
 - (3) Economic opportunities for women
 - e. Culture of a young nation
 - (1) Popular/folk culture
 - (2) Material culture
 - (3) African and Indian cultures
 - (4) Secular dogmas on race and gender
2. Jacksonian Democracy
 - a. Expanding the franchise
 - b. New groups enter the political process
 - c. Political parties, systems, and structures

Specifications: Subject Matter Knowledge and Competence of Social Science Teachers

3. Western expansion, Manifest Destiny, and the American Empire
 - a. Monroe Doctrine
 - b. Displacing the Indian tribes
 - c. Manifest Destiny, the Mexican War, Oregon, and other thrusts
 - d. The acquisition of California
 4. Coming of the Civil War
 - a. Women and religious Abolitionists
 - b. Major political figures and their place in the national crisis
 - c. Politics of the 1850s
 - d. Causes of the Civil War
 - e. African and women Abolitionists and the Feminist Movement
 5. Civil War
 - a. The military history
 - b. Life away from the battle front
 - c. Politics in Richmond and in Washington, D.C.
 6. Reconstruction
 - a. President Johnson's plan
 - b. Radical Republican plans
 - c. The freedman experience
 - d. The White Southern reaction
 - e. National issues of race and gender
 7. Maturation of the national economy, 1860-1900
 - a. Expansion of transportation and communication
 - b. The process of industrialization
 - c. Industrial leaders
 - d. Labor and labor unions in the midst of industrialization
 - e. Immigration and its role in industrialization
 - f. Agrarian development and reaction
 - g. Women and non-Europeans in industrialization
 8. The development of a distinct, separate American culture
 9. United States assumption of a world role
 - a. Latin American initiatives and policy
 - b. Spanish-American War
 - c. Open Door Notes and United States policy in Asia
- D. Progressive Era to the present: continuity and change
1. Reform efforts
 - a. Progressive Movement at the local, state, and national levels
 - b. The Progressive Movement leaders from T. Roosevelt to W. Wilson
 - c. California as an example of state-level Progressive Era activity
 - d. Role of women in the reform effort
 - e. African-Americans pursue their rights as citizens
 - f. Asians in American reform
 2. American world role during the Progressive Era
 - a. Roosevelt Corollary and Latin America
 - b. U.S., Japan, and China
 - c. The Great Rapprochement
 - d. World War I
 - e. Retreat from the world
 3. Economy and society in the 1920s and 1930s
 - a. Labor and farmers in times of economic distress
 - b. Ethnocentrism: racial and ethnic antipathies
 - c. Republican national policies
 - d. The Great Depression
 - e. Democrat recovery policies
 - f. American culture during prosperity and depression

Specifications: Subject Matter Knowledge and Competence of Social Science Teachers

4. World War II and U.S. assumption of a world role
 - a. American diplomacy prior to Pearl Harbor
 - b. The War on the battle front and the home front
 - c. Roles of women, African-Americans, and Asians in the war
 - d. Soviet-American relations during the war
 - e. Coming of the Cold War
 - f. Anti-communism at home and abroad
5. Social and economic change in a time of rapid economic growth
 - a. Major economic trends
 - b. Urbanization and suburbanization
 - c. The family, changing role of women, and the Feminist effort
 - d. African-Americans demand freedom
 - e. Reform efforts of the 1960s: the New Frontier and the Great Society
6. The Cold War in Latin America, Africa, and Asia
 - a. Vietnam: the ultimate test
 - b. Vietnam: the domestic impact
7. The Nixon Era
 - a. New initiatives for old problems, welfare, urban decay
 - b. Withdrawal abroad: Vietnam and the Nixon Doctrine
 - c. Watergate
8. The U.S. in recent times
 - a. Reform and change for women and ethnic/racial minorities
 - b. Conservative change of 1980s: the Reagan Presidency
 - c. Reduced world role for U.S.
 - d. Inflation, stagnation, and the U.S. economy

III. Geography

A. Physical Geography

1. Map literacy and place-awareness skills
2. Earth-Sun relationships and energy balance
3. Weather, climate, hydrology, landforms, and volcanism
4. Energy sources and natural resources
5. Soils and vegetation

B. Cultural Geography

1. Locational processes
2. Human and environmental interaction
3. Human movements
4. World religions
5. Regions
 - a. Anglo-American cultural region
 - b. European cultural region (including the Soviet Union)
 - c. Latin American cultural region
 - d. Sino-Japanese cultural region (East Asia)
 - e. Indian cultural region (South Asia)
 - f. South Pacific cultural region and Pacifica (including Australia-New Zealand, Indonesia, and the Philippines)

IV. Political Science

- A. United States Government and Politics
 - 1. Federalism and Separation of Powers
 - 2. Political parties, interest groups, and the press
 - 3. State and local government including "Direct Democracy" in western states
 - 4. Evolving federalism
 - 5. Civil rights and civil liberties
- B. Comparative government and politics
 - 1. Variations on institutions (legislature, executive, federalism)
 - 2. Role of party or parties
 - 3. Regime legitimacy and constitutionalism
- C. International relations
 - 1. War and peace
 - 2. International organizations and diplomacy
 - 3. Non-state actors
- D. Political theory and philosophy
 - 1. Justice and the role of the state
 - 2. Constitutionalism
 - 3. Representative democracy
 - 4. Authoritarian systems (left, right, and center)
 - 5. Individual efficacy
 - 6. Political development

V. Economics

- A. History of economic thought
 - 1. Adam Smith
 - 2. David Ricardo
 - 3. Thomas Malthus
 - 4. Karl Marx
 - 5. Thorsten Veblen
 - 6. John Maynard Keynes
 - 7. Milton Friedman
- B. Microeconomics
 - 1. The basic economic problem
 - 2. The forces of tradition, command and the market
 - 3. The concepts of trade-offs, opportunity costs, and marginal analysis
 - 4. The Laws of Supply and Demand
 - 5. The forms of doing business in a market society including labor markets
 - 6. The structure of markets and industrial concentration
 - 7. The behavior of consumers, business, labor, and government in the American mixed economy

C. Macroeconomics

1. The nature and causes of unemployment and inflation
2. The goals of economic growth, stability, and efficiency; and socio-political goals with economic aspects
3. Measures of economic performance
4. Money, banking, and monetary policy
5. Public finance, taxation and fiscal policy

D. International trade and finance

1. Comparative and absolute advantage
2. The structure of the world economy and the nature of specialization and trade
3. The balance of trade and the balance of payments
4. Exchange rates and foreign exchange markets
5. Issues of third-world economics and linkages to developed economies

E. Comparative economic systems

1. The characteristics of centrally-planned economies compared with market and mixed economies
2. The nature and causes of economic development

VI. Behavioral Sciences

A. Understanding individuals

1. Human development, learning, and motivation
2. Socialization processes
3. Role of the family
4. Adult change and adjustment
5. Cognitive processes
6. Personality
7. Childhood and adolescence
8. Values
9. Authoritarianism

B. Understanding American society

1. Groups and group norms
2. Conformity/deviance
3. Roles of individuals in groups
4. Leader-follower relationships
5. Class, race, ethnicity, and gender
6. Discrimination and prejudice

C. Understanding other societies

1. Physical anthropology and development
2. Culture and cultural change
3. Enculturation and assimilation
4. Community/society
5. Structural-functional understanding of cultures and societies
6. "Non-Western" societies
7. Ethnocentrism

Specifications for the Knowledge Section of the Standardized Social Science Assessment

Because examinees are expected to understand and be able to integrate the various social sciences, approximately 50% of the multiple-choice questions are derived from the content of more than one of the major content categories on the content outline. Although many combinations are possible, the more important combinations include history/political science and history/geography.

Many of the multiple-choice questions include maps, graphs, or brief quotations that examinees are asked to consider. These questions are designed to facilitate an integrative approach, and require higher-order thinking.

In the two-hour knowledge examination, the approximate weighting of each major content category is shown below. Because of the integrative nature of the multiple-choice questions, many of them are counted in two or more categories.

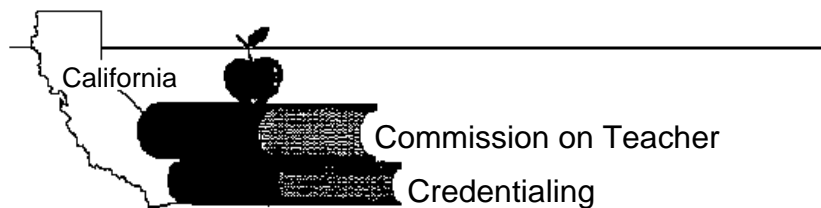
<u>Content Category</u>	<u>Weight</u>
I. World History	20%
II. United States History	20%
III. Geography	20%
IV. Political Science	15%
V. Economics	15%
VI. Behavioral Sciences	10%

Specifications for the Content Area Performance Assessment in Social Science (CAPA)

The constructed-response section of the social science assessment consists of two essay questions. Examinees are allowed two hours to complete this section. Both essay questions require interdisciplinary understanding of content drawn from two or more of the six major content categories. In each form of the CAPA, one question involves a topic from United States history, and the other question focuses on topics other than United States history. One of the essay questions presents one or more quotations, and the other presents one or more maps. All of the essay questions test higher-order thinking skills, such as analyzing and interpreting information; comparing, contrasting and synthesizing ideas; thinking critically; and drawing reasonable inferences and conclusions from information that is given or is basic in the study of history or the social sciences. The questions do *not* require *only* definitions or factual knowledge. The questions explicitly require specific cognitive operations (e.g., "interpret," "explain," "analyze") and specific types of responses to be given (e.g., "identify and discuss at least three reasons," "describe how X and Y resemble each other").

Part 3

Implementation of Social Science Teaching Standards



Implementation of Program Quality Standards for Subject Matter Preparation in Social Science

The Program Quality Standards for Subject Matter Preparation in Social Science are part of a broad shift in the policies of the Commission on Teacher Credentialing related to the preparation of professional teachers and other educators in California colleges and universities. The Commission initiated this policy change to foster greater excellence in educator preparation, and to combine flexibility with accountability for institutions that offer programs for prospective teachers. The success of this reform effort depends on the effective *implementation* of program quality standards for each credential.

Pages 41 through 44 of this handbook provide general information about the transition to program quality standards for all teaching credentials. Then the handbook provides specific information about implementation of the social science standards (pp. 45-54).

Transition to Quality Standards for All Teaching Credentials

The Commission is gradually developing and implementing Standards of Program Quality and Effectiveness for all teaching credentials. For subject matter programs, this process began in 1986, with the appointment of an expert advisory panel in elementary education, which was asked to develop *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*. In 1988 the Commission adopted these standards for the Multiple Subject Teaching Credential, which have now been implemented in 55 colleges and universities, which offer a total of 64 programs.

In 1989, the Commission established five subject matter advisory panels to develop standards for the subject matter preparation of prospective secondary teachers in English, mathematics, life science, physical science and social science. The panels consisted of subject matter experts from throughout California: K-12 teachers of the subjects, public school curriculum specialists, university professors of the subjects, and other subject matter specialists.

In 1991 the Commission established four more panels to develop program standards in art, music, foreign languages and physical education. Draft standards developed by these panels are being reviewed by colleges, universities, professional organizations, and local and state education agencies, prior to being completed by the panels and adopted by the Commission. Implementation of these standards will follow a timeline similar to the milestones displayed on page 48 of this handbook.

In 1993, the Commission plans to appoint advisory panels to develop program standards in business education, health education, home economics, and industrial technology. Initial drafts of standards in these subjects will be distributed widely for discussion and comment before they are completed by the panels and adopted by the Commission. Again, implementation will follow a timeline like that on page 48.

Alignment of Program Standards and Performance Assessments

The Teacher Preparation and Licensing Act of 1970 (Ryan Act) established the requirement that candidates for teaching credentials verify their knowledge of the subjects they intend to teach. Candidates for teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or passing subject matter assessments that have been adopted by the Commission. The Commission is concerned that the scope and content of the subject matter assessments be aligned and congruent with the program quality standards in each subject.

To achieve this alignment and congruence in social science, the Commission asked the Social Science Teacher Preparation and Assessment Advisory Panel to develop subject matter assessment specifications that would be consistent in scope and content with the program quality standards in this handbook. Following extensive discussion and review, the Commission adopted a detailed set of *Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Social Science*, which are in pages 31-39. College and university faculty and administrators are urged to examine these specifications as a source of ideas and information about social science content that is important to include in subject matter programs.

The Commission seeks to align the assessment specifications with the program standards in each subject area. Each subject matter advisory panel is asked to develop standards and specifications that are as congruent with each other as possible, to maximize the equivalence between credentials that are earned by completing programs and ones that are earned by passing examinations.

Validity and Authenticity of Subject Matter Assessments

The Commission is also concerned that the subject matter assessments of prospective teachers address the full range of knowledge, skills and abilities needed by teachers of each subject. For fifteen years the Commission relied on subject matter examinations that consisted entirely of multiple-choice questions. In 1987-88, the Commission evaluated fifteen of these subject matter exams comprehensively. More than 400 teachers, curriculum specialists and university faculty examined the specifications of these tests, as well as the actual test questions. An analysis of the reviewers' aggregated judgments showed that (1) particular changes were needed in each multiple-choice test, and (2) each multiple-choice test should be supplemented by a performance assessment in the subject.

Since 1988, the Commission's subject matter advisory panels have created Content Area Performance Assessments (CAPAs) for each of ten Single Subject Credentials. The CAPAs consist of problems, questions and exercises to which examinees construct complex responses, instead of selecting an answer among four given answers. Examinees' responses are scored on the basis of specific criteria that were created by the advisory panels and are administered by subject specialists who are trained in the scoring process. Candidates for the ten Single Subject Credentials must pass a CAPA as well as a multiple-choice test of their subject matter knowledge, unless they complete an approved subject matter program. Meanwhile, for the Multiple Subject Credential, the Commission has developed and adopted a new exam (the MSAT) that consists of a Breadth of Knowledge Examination (2 hours) and a Content Skills Assessment (3 hours). By developing and adopting the CAPA and MSAT assessments, the Commission has committed itself to assessing the subject matter knowledge and competence of prospective teachers as authentically and comprehensively as possible.

New Terminology for "Waiver Programs"

In enacting the Ryan Act, the Legislature clearly regarded the successful passage of an adopted examination as the principal way to meet the subject matter requirement. However, the law also allowed candidates to complete Commission-approved subject matter programs to "waive" the examination. Because of this terminology in the 1970 statute, subject matter programs have commonly been called "waiver programs" throughout California.

In reality, the law established two alternative ways for prospective teachers to meet the subject matter requirement. An individual who completes an approved subject matter program is not required to pass the subject matter examination, and an individual who achieves a passing score on an adopted exam is not required to complete a subject matter program. Overall, the two options are used by approximately equal numbers of candidates for initial teaching credentials. Subject matter programs are completed by more than half of the candidates for Single Subject Credentials, but the adopted examination is the preferred route for more than half of all Multiple Subject Credential candidates.

Because of the significant efforts of the Commission and its expert advisory panels, subject matter programs and examinations are being made as parallel and equivalent to each other as possible. The term "waiver programs" does not accurately describe a group of programs that are *alternatives to* subject matter examinations. For this reason, the Commission uses the term "subject matter programs" instead of "waiver programs," which is now out of date.

Improvements in the Review of Subject Matter Programs

Some individuals who are involved in the subject matter preparation of prospective teachers will recall the subject matter program reviews that were done by "Waiver Program Panels" for the Commission beginning in 1983. Although there are some similarities between the "old" policies and the plan for implementing the "new" standards in this handbook, there are also some major changes.

- (1) The standards are much broader than the prior guidelines for subject matter programs. The standards provide considerably more flexibility to institutions.
- (2) As a set, the standards are more comprehensive in addressing the quality of subject matter preparation. They provide a stronger assurance of excellent preparation.
- (3) The new Program Review Panels conduct more intensive reviews that focus on program quality issues rather than course titles and unit counts.
- (4) The new panels have more extensive training because the standards require that they exercise more professional discretion regarding the quality of programs.
- (5) Institutional representatives meet with the Review Panels to discuss questions about programs and standards. Improved communications lead to better decisions.

The Commission welcomes comments and suggestions about the program review process, which should be addressed to the Executive Director.

Ongoing Review and Approval of Subject Matter Programs

After the Commission grants full or interim approval to subject matter programs, the programs will be reviewed at six-year intervals, in approximately the same way as the Commission reviews professional preparation programs in California universities and colleges. Periodic reviews will be based on the Standards of Program Quality and Effectiveness. Like professional preparation programs, subject matter programs will be reviewed onsite by small teams of trained reviewers. Reviewers will acquire information about program quality from institutional documents and interviews with program faculty, administrators, students, and recent graduates. Prior to each review, the Commission will provide detailed information about its scope, methodology, potential benefits and other implications for the college or university.

Review and Improvement of Subject Matter Standards

Beginning in 1997-98 the Commission will begin a cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Social Science* and in other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, school curricula, and the backgrounds and needs of California students (K-12). Reviews of program standards will be based on the advice of subject matter teachers, professors and curriculum specialists. Prior to each review, the Commission will invite interested individuals and organizations to participate in it. If the Commission modifies the social science standards, an amended handbook will be forwarded to each department with an approved program.

Social Science Teacher Preparation: Adoption and Implementation of Standards by the Commission

The Social Science Teacher Preparation Advisory Panel completed the Standards of Program Quality and Effectiveness in 1991. The Commission was prepared to adopt and implement the panel's work, but was concerned about the fiscal impact of the standards during a budget crisis. On November 8, 1991, the Commission adopted the standards, but continued to be concerned about their potential fiscal impact on colleges and universities. Commissioners directed the staff to monitor the crisis and present a plan for implementing the standards in ways that would be fiscally feasible for institutions.

The budgets of postsecondary institutions continued to decline during 1992. On October 1, 1992, the Commission's professional staff recommended an implementation plan for the standards that would accommodate the fiscal crisis in two ways. First, the implementation timeline was "moved back" in time, to allow institutions to begin to recover, if possible, from recent budget reductions. Second, the plan offered two ways for institutions to respond to the standards, depending on local fiscal conditions. On October 2, 1992, the Commission adopted this implementation plan, which appears on the following page. The implementation timeline is summarized on page 47, and diagrammed on 48.

Implementation Timeline: Impact on Candidates for Credentials

Candidates for Single Subject Credentials in Social Science who do not plan to pass the Commission-adopted subject matter examinations should enroll in subject matter programs that fulfill the "new" standards either (1) once a new program at their institution commences, or (2) by January 1, 1995, whichever occurs first. After a new program begins at an institution, no students should enroll for the first time in an "old" program (i.e. one approved under "old" guidelines). Regardless of the date when new programs are implemented, no students should enter old programs after January 1, 1995.

Candidates who enrolled in programs approved on the basis of pre-1991 guidelines ("old" programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before January 1, 1995, and (2) they complete the old programs before January 1, 1998.

Candidates who do not comply with these timelines may qualify for Single Subject Teaching Credentials by passing the subject matter examinations that have been adopted for that purpose by the Commission.

Implementation Plan Adopted by the Commission

October 2, 1992

- (1) The Commission will review two kinds of proposals that respond to the Standards of Program Quality in Social Science. The Commission will grant *full approval* to programs that satisfy the full complement of standards in this handbook, based on the judgments of the program reviewers. The Commission will grant *interim approval* to programs that satisfy the full complement except for one or more of the standards concerning Program Coordination (Standard 12), Student Advisement (13), and Student Assessment (14).
- (2) An institution may seek full approval of some programs and interim approval of other programs. To seek full approval of a program, an institution must respond to all of the standards. To seek interim approval of a social science program, the institution must respond to all of the standards except Standards 12, 13 and 14.
- (3) By January 1, 1995, existing ("old") programs based on current guidelines should be superseded by new programs with either full approval or interim approval.
 - (a) Once a new program receives full or interim approval, all students not previously enrolled in the old program (i.e., all "new" students) should enroll in the new program.
 - (b) After January 1, 1995, no "new" students should enroll in an "old" program, even if a new program in the subject is not available at that institution.
 - (c) Students who enrolled in an old program prior to January 1, 1995, may continue to pursue the old program [see (5) below].
- (4) By January 1, 1998, a program with interim approval must earn full approval. To seek full approval of a social science program with interim approval, the institution should respond only to Standards 12, 13 and 14. If the program satisfies these standards, the Commission will grant full approval. An institution may seek full approval of a program with interim approval any time between the granting of interim approval and January 1, 1998.
- (5) Until January 1, 1998, students may qualify for examination waivers based on "old" program guidelines provided that the students entered the old program prior to either (a) the implementation of a new program with full approval or interim approval at their institution, or (b) January 1, 1995, whichever occurs first.

Timeline for Implementing the Social Science Standards

November 1991	The Commission on Teacher Credentialing adopts the Standards of Program Quality and Effectiveness that are on pages 13-29 of this handbook, as well as the preconditions on page 12.
October 1992	The Commission adopts the plan, on page 46 of the handbook, for implementing the standards and preconditions.
January to March, 1993	The Executive Director disseminates the handbook. The Commission conducts regional workshops to answer questions, provide information and assist colleges and universities.
May to August, 1993	The Commission selects, orients and trains a Program Review Panel in Social Science. Qualified subject matter experts are prepared to review programs in relation to the standards beginning in 1993-94.
September 1993	Review and approval of programs under the new standards begins. No new subject matter programs in social science will be reviewed in relation to the Commission's "old" guidelines.
1993-94 1994-95	Institutions may submit programs for preliminary or formal review on or after September 1, 1993. Once a "new" program is approved, all students who were not previously enrolled in the "old" program (i.e., all new students) should enroll in the new program. Students may complete an old program if they enrolled in it either (1) prior to the commencement of the new program at their campus, or (2) prior to January 1, 1995, whichever occurs first.
Jan. 1, 1995	"Old" programs that are based on pre-1991 guidelines must be superseded by new programs with either full approval or interim approval (see pp. 52-53). After January 1, 1995, no new students should enroll in an old program, even if a new program in social science is not yet available at the institution.
1995-96 1996-97 1997-98	The Commission will continue to review program proposals based on the standards and preconditions in this handbook. Institutions with interim approval of a program may seek full approval of that program at any time before January 1, 1998.
January 1, 1998	A program with interim approval must earn full approval by the Commission. To seek full approval of a program with interim approval, the institution should respond to Standards 12, 13, and 14.
January 1, 1998	The final date for candidates to complete subject matter preparation programs approved under the pre-1991 guidelines. To qualify for a credential based on an "old" program, students must have entered that program prior to either (1) the implementation of a new program with full or interim approval at their institution, or (2) January 1, 1995, whichever occurs first.

Implementation Timeline Diagram

November 1991

Adopt the standards and preconditions in this handbook, for subsequent implementation.

October 1992

Adopt revised timeline and implementation plan.

January to March, 1993

Disseminate the standards, timeline and implementation plan throughout the state. Conduct regional workshops to provide information, answer questions and assist institutions.

September 1993

Colleges and universities may begin to present program documents for review by the Commission's staff and Program Review Panels.

January 1, 1995

"Old" subject matter programs in social science must be superseded by new programs with full approval or interim approval.

January 1, 1998

A program with interim approval must earn full approval by the Commission.

January 1, 1998

Final date for candidates to qualify for Single Subject Credentials in Social Science on the basis of "old" programs of subject matter preparation.

Implementation Handbook: Review and Approval of Subject Matter Programs in Social Science

A regionally accredited institution of postsecondary education that would like to offer (or continue to offer) a Program of Subject Matter Preparation for the Single Subject Credential in Social Science may present a program proposal that responds to the standards and preconditions in this handbook. The submission of programs for review and approval is voluntary for colleges and universities; candidates can qualify for the Single Subject Credential by passing an assessment of their knowledge and competence in social science.

For a subject matter program in social science to be approved by the Commission, it must satisfy the preconditions and standards in this handbook. If an institution would like to offer two or more distinct programs of subject matter preparation in social science, a separate proposal should be forwarded to the Commission for each program. For example, one program in social science might emphasize international studies, while a second program at the same institution could have an emphasis in environmental studies.

The Commission is prepared to review subject matter program proposals beginning on September 1, 1993. Prior to that date, the Commission's professional staff is able to consult with institutional representatives, and to do preliminary reviews of draft proposals (see page 50 for details).

Initial Statement of Institutional Intent

To assist the Commission in planning and scheduling reviews of program proposals, each institution is asked to file a Statement of Intent at least four months prior to submitting a proposal. Having received a timely Statement of Intent, the Commission will make every effort to review a proposal expeditiously. In the absence of a timely statement, the review process will take longer.

The Statement of Intent should be signed by the individual with chief responsibility for academic programs at the institution. It should provide the following information:

- The subject for which approval is being requested (social science).
- The contact person responsible for each program (include phone number).
- The expected date when students would initially "enroll" in each program.
- An indication as to whether or not the institution expects to submit a program for "informal" review (defined below).
- The date when each program will be submitted for formal review and approval.

If an institution plans to submit proposals for two or more programs in social science, the Statement of Intent should include this essential information for each program, and should indicate whether or not the programs will have distinct emphases.

The Program Document or Proposal

For each program, the institution should prepare a program document that includes a narrative response to each precondition and standard on pages 12-29. Please provide six (6) copies of each program document.

Preconditions. A narrative section of the document should explain how the program will meet each precondition on page 12. In responding to the preconditions, the document must show the title and unit value of each required and elective course in the basic core of the program (Precondition 2) and the breadth and perspective component (Precondition 3). The document must also include brief course descriptions.

Standards. In the major part of the program document, the institution should respond to each Standard of Program Quality and Effectiveness on pages 13-29. It is important to respond to each element of a standard, but a lengthy, detailed description is not necessary. An institution's program document should include syllabi of required and elective courses, to serve as "back-up" information for responses to particular standards.

Factors to Consider. A program proposal must show how the program will meet each standard. The purpose of factors to consider is to amplify specific aspects of standards, and to assist institutions in responding to all elements of a standard. The Commission considers the factors to be important aspects of program quality, but it is not essential that the document respond to every factor. The factors are *not* "mini-standards," and there is *no expectation* that a program must "meet" all the factors in order to fulfill a standard. (For added information about factors to consider, see pages 4 and 11.)

Institutions are urged to *reflect on* the factors to consider, which may or may not be used as the "organizers" or "headings" for an institution's response to a standard. The quality of a program may be enhanced by an "additional factor" that is related to a standard but not represented by any of the adopted factors. Institutions are encouraged to describe all aspects of the program's quality, and not limit their responses to the adopted factors in this handbook.

Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective, authoritative and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process.

Preliminary Staff Review. Before submitting program documents for formal review and approval, institutions are encouraged to request preliminary reviews of *draft* documents by the Commission's professional staff. The purpose of these reviews is to assist institutions in developing programs that are consistent with the intent and scope of the standards, and that will be logical and clear to the external reviewers. Program documents may be submitted for preliminary staff review at any time; the optimum time is at least one month after submitting the Statement of Intent and at least two months prior to the expected date for submitting a completed document. Preliminary review is voluntary; its purpose is to assist institutions in preparing program documents that can be reviewed most expeditiously in the formal review process.

Social Science Program Quality Standards: Implementation Handbook

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on state laws and regulations, and do not involve issues of program quality. At the institution's discretion, preconditions may be reviewed either during the preliminary review stage, or after the institution's formal submission of a document. If the staff determines that the program complies with the requirements of state laws and administrative regulations, the program is eligible for a review of the standards by a panel of subject matter experts. If the program does not comply with the preconditions, the staff returns the document to the institution with specific information about the lack of compliance. Such a program may be resubmitted once the compliance issues have been resolved.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by a small Program Review Panel of subject matter experts. During the review process, there is an opportunity for institutional representatives to meet with the Program Review Panel to answer questions or clarify issues that may arise. Prior to such a discussion, the panel will be asked to provide a preliminary written statement of the questions, issues or concerns to be discussed with the college or university representative(s).

If the Program Review Panel determines that a proposed program fulfills the standards, the Commission's staff recommends the program for approval by the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Program Review Panel determines that the program does not meet the standards, the document is returned to the institution with an explanation of the panel's findings. Specific reasons for the panel's decision are communicated to the institution. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain information and assistance from the Commission's staff. With the staff's prior authorization, the college or university may also obtain information and assistance from one or more designated members of the panel. After changes have been made in the program, the proposal may be re-submitted to the Commission's staff for re-consideration by the panel.

If the Program Review Panel determines that minor or technical changes should be made in a program, the responsibility for reviewing the re-submitted document rests with the Commission's professional staff, which presents the *revised* program to the Commission for approval without further review by the panel.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding preconditions) or the Program Review Panel (regarding standards) may do so by submitting the appeal to the Executive Director of the Commission. The institution should include the following information in the appeal:

- The original program document, and the stated reasons of the Commission's staff or the review panel for not recommending approval of the program.
- A specific response by the institution to the initial denial, as well as a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The Executive Director may deny the appeal, or appoint an independent review panel, or present the appeal directly to the Commission for consideration.

Responses to Six Common Standards

The Commission adopted six of the standards for programs in *all* single subject disciplines (i.e. social science as well as other disciplines).

- Standard 1. Program Philosophy and Purpose.
- Standard 10. Diversity and Equity in the Program.
- Standard 12. Coordination of the Program.
- Standard 13. Student Advisement and Support.
- Standard 14. Assessment of Subject Matter Competence.
- Standard 15. Program Review and Development.

These six standards are referred to as “common standards” because they are essentially the same in all subject areas.

An institution’s program document in social science should include a subject-specific response to Standards 1 and 10, along with subject-specific responses to the other curriculum standards in Category I (pp. 13-25). An institution’s program document in social science *may* also include a unique response to Standards 12, 13, 14 and 15. Alternatively, the institution *may* submit a “generic response” to these four common standards. In a generic response, the institution should describe how credential preparation programs in all subjects will meet the four standards. A generic response should include sufficient information to enable an interdisciplinary panel of reviewers to determine that the four common standards are met in each subject area. Once the institution’s generic response is approved, it would not be necessary to respond to the four standards in the institution’s program document in social science, or in any other subject. (Institutions seeking “interim approval” may submit a generic response to Standard 15 only. See below for information about interim approval.)

Full Approval and Interim Approval

Even after the Commission adopted the standards in this document, Commissioners were concerned that *some of the standards* might be prohibitively expensive for some institutions to implement during the current fiscal crisis. At the same time, the Commission did not want to delay implementation of all the standards by those institutions that can do so in the near term. To accommodate differences among institutions, the Commission adopted two options: address all of the standards, or address all except 12, 13 and 14.

If the Program Review Panel determines that a program fulfills all of the standards, the panel will recommend *full approval* of the program by the Commission. If the panel finds that a program satisfies all of the standards except Standards 12, 13, and 14, it will recommend that the Commission grant *interim approval* to the program. The latter option will be available from 1993-94 through 1996-97.

To seek *full approval* of a program, the institution must address all standards. To seek *interim approval*, the initial program document must address all standards except 12, 13, and 14. If the document addresses all standards, and the Review Panel finds that all standards are met except 12-14, the Commission’s staff consultant will contact the institution to determine if the Commission should grant interim approval to the program. The alternative in this case would be for the institution to re-submit the proposal for full approval after revising it in relation to Standards 12, 13, and/or 14.

Programs with interim approval must earn full approval before January 1, 1998. An institution that sponsors programs with interim approval may seek full approval at any time during 1993-94, 1994-95, 1995-96 or 1996-97. To seek full approval, the institution needs to respond only to standards that were not addressed in the initial program document. If the Review Panel determines that these standards are met, the panel will recommend that the Commission grant full approval to the program.

Selection, Composition and Training of Program Review Panels

Review panel members are selected because of their expertise in social science, and their knowledge of social science curriculum and instruction in the public schools of California. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of subject matter experts, and statewide professional organizations. Members are selected according to the Commission's adopted policies that govern the selection of panels. Members of the Commission's former Single Subject Waiver Panels and Subject Matter Advisory Panels may serve on Program Review Panels.

The Program Review Panel in Social Science includes at least one professor of social science, at least one high school teacher of social science, and a third member who is either another professor, another teacher, or a curriculum specialist in social science.

The Program Review Panel is trained by the Commission's staff. Training includes:

- The purpose and function of subject matter preparation programs.
- The Commission's legal responsibilities in program review and approval.
- The role of the review panel in making program determinations.
- The role of the Commission's professional staff in assisting the panel.
- A thorough analysis and discussion of each standard and rationale.
- Alternative ways in which the standard could be met.
- An overview of review panel procedures.
- Simulated practice in reviewing programs.
- How to write program review panel reports.

The initial phase of training involves panels that have been selected to review programs in several subject areas, and includes training in the Common Standards. In the concluding phase, the reviewers of social science programs are trained specifically in the consistent application of the subject-specific standards in social science.

Program Review Panel Procedures

The Program Review Panel meets periodically to review programs that have been submitted to the Commission during a given time period. Review meetings usually take place over three days, and typically adhere to the following general schedule:

- First Day - Review institutional responses to common standards. Preliminary discussion of responses to curriculum standards.
- Second Day - Thorough analysis of responses to curriculum standards. Prepare preliminary written findings for each program, and FAX these to institutions.

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- Third Day - Meet with representatives of institutions to clarify program information, discuss preliminary findings and identify possible changes in programs. Prepare written reports that reflect the discussions with institutions.

Normally, the Program Review Panel's written report is mailed to the institution within two weeks after the panel meeting. If the report is affirmative, the Commission's staff presents the report to the Commission during a public meeting no more than eight weeks after the panel's decision.

If the report indicates that the program does not meet the standards, specific reasons for the panel's decision are included in the report. The institution should first discuss the report with the Commission's staff. One or more designated members of the panel may also be contacted, but only after such contacts are authorized by the staff.

If the report shows that minor or technical changes are needed in a program, the review panel gives responsibility for reviewing the re-submitted document to the staff.

Whenever possible, Program Review Panels in more than one subject meet at the same time and location. This enables institutional representatives to meet with reviewers in more than one subject area, if necessary. It also facilitates reviews of the common standards, and utilizes the Commission's staff resources most efficiently.

Further Information and Communications Related to Standards, Programs and Program Reviews

Regional Workshops for Colleges and Universities

During March, 1993, the Commission will sponsor three regional workshops to provide assistance to institutions related to their subject matter programs in social science. The agenda for each workshop will include:

- Explanation of the implementation plan adopted by the Commission.
- Description of the steps in program review and approval.
- Review of program standards, factors to consider, preconditions, and examples presented by Subject Matter Advisory Panel members and others with experience in implementing Standards of Program Quality.
- Opportunities to discuss subject-specific questions in small groups.

All institutions that plan to submit program documents (or are considering this option) are welcome to participate in the workshops. Specific information about the workshop dates and locations is provided separately from this handbook.

Communications with the Commission's Staff and Program Review Panel

The Commission would like the program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, representatives of an institution should first consult with the Commission's professional staff regarding programs that are in preparation or under review. The staff responds to all inquiries expeditiously and knowledgeably. Representatives of colleges and universities should contact members of a Program Review Panel only when they are authorized to do so by the Commission's staff. This restriction must be observed to ensure that membership on a panel is manageable for the reviewers. If an institution finds that needed information is not sufficiently available, please inform the designated staff consultant. If the problem is not corrected in a timely way, please contact the Executive Director of the Commission.

Request for Assistance from Handbook Users

The Commission welcomes comments about this handbook, which should be addressed to:

Commission on Teacher Credentialing
Professional Services Division
1812 Ninth Street
Sacramento, California 95814-7000